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ABSTRACT

This paper describes activities conducted by an early childhood classroom in its health play center. A major purpose of this play center was to reduce children's fears and anxieties about medical personnel and emergency vehicles, and to raise awareness of the many aspects of health and wellness. The classroom environment contained a variety of medical equipment with which children had the opportunity to experiment and explore. Children engaged in role playing and took on roles of health care providers, patients, and concerned family members. Each activity is described in terms of its theme, the age group it corresponded to, materials required, child's role/procedure, teacher's role/questions, and adaptations/comments. The activities varied from body tracing, identifying body parts, and measuring heights and weights, to demonstrating proper hand washing techniques. Issues of diversity were incorporated with the use of multicultural dolls, and puppets and puzzles depicting children with different physical abilities. Individual growth in the areas of communication, personal awareness, socialization, emotional maturity, and cognitive and perceptual motor skills were emphasized throughout the development of the health play center. (BAC)

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ED 390 560

HEALTH WELLNESS AND HOSPITAL LEARNING CENTER

FALL 1995

EARLY CHILDHOOD RESEARCH CENTER

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EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

The Health Play Center

The Health Play Center was chosen for our early childhood classroom as an introduction to health professionals, a medical environment and to encourage the promotion of good health. Another major purpose of this play center was to reduce children's fears and anxieties of medical personnel and emergency vehicles. Children were provided with a concrete experience on our Health Care Day on which they were given a chance to interact and be "treated" by health care providers. The health theme also crossed cultural lines which is ideal for promoting a multi-cultural classroom.

The classroom environment was carefully planned and constructed. It contained a variety of medical equipment, both real and play, with which children had the opportunity to experiment and explore. Children engaged in role playing using stethoscopes, blood pressure instruments, lab coats, latex gloves, tongue depressors, surgical face masks, and a cardboard ambulance placed in the outdoor area. The children actively took on the roles of health care providers, ranging from surgeon to chiropractor, as well as patients and concerned family members. Issues of diversity were incorporated into the center with the use of multi-cultural dolls, puppets and puzzles depicting children with different physical abilities.

The goal of the play center was to raise children's awareness of the many aspects of health and wellness. A well-planned physical environment and activity plan served to enrich their learning experience. Activities included body tracing and the identification of body parts, measuring heights and weights, demonstrating proper hand washing techniques and circle time discussions about various medical professionals, to mention a few examples. Individual growth in the areas of communication, personal awareness, socialization, emotional maturity and cognitive and perceptual motor skills were emphasized throughout the development of the health play center.

Dear Parents,

Ultimately, what we all want for your children is health and happiness. We are currently involved with our health and fitness theme in the classroom. Your children are learning how to take care of themselves.

We recently had our "Health Care Day". Doctors from the area came to our school to demonstrate what they do on dolls and allow your children to actively participate in the processes in a familiar, comfortable environment. We hope this pleasant experience has reduced some classic fears and anxieties associated with doctors.

We will be working on basic hygiene: How to wash hands, brush teeth, use tissues, etc. These things can never be stressed enough so we encourage you to work on them with your children at home as well. Especially with flu season coming, let's work together to teach your children how to prevent illness.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Activity: Hand washing technique
Class: Multi-Age

Materials

Anti-bacterial soap
Running water
Paper towels

Child's Role/Procedure

Children get to learn the proper way of the hand washing technique. The children can enhance the important times of washing their hands; before and after they eat, after using the bathroom, after playing outside and after they sneeze or blow their nose. First, make sure the children pull up their sleeves. Turn on the water and make sure it's a warm temperature. Pump a small amount of anti-bacterial soap onto their hands and then have the children rub their hands gently together all over. Then make sure the children's hands are rinsed very thoroughly. Have the children dry their hands with a paper towel.

Teacher's Role/Questions

Teacher will encourage and remind the children to wash their hands when needed. Have the children wait one after another and wash their hands consecutively. The teacher will help the child roll up his/her sleeves when needed. The teacher guides the children in the proper way of hand washing. The teacher can give a paper towel to the child after rinsing, when needed.

Adaptations/Comments

Teachers talked to the children about why we wash our hands, it's because we don't want to catch germs into our body. The germs could cause colds and the flu which could spread to one another. The purpose of this activity is to show children the proper way of hand washing and how to protect themselves from germs. Let the children be involved with this activity continuously.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Activity: Blocks
Class: Multi-Age

Materials

Blocks
Cars (prepared with red construction paper made into crosses taped on each car).

Child's Role/Procedure

Before children's arrival, set up the block corner area like a hospital with rooms and beds. Place cars along side of hospital, as if parked in a parking lot. Have a teacher in the block corner area when children arrive to model playing with ambulances and in a hospital.

Teacher's Role/Questions

Act out what would happen in a hospital, with the designed ambulances, doctors and nurses in the hospital.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Activity: Math within the health play center
Class: Multi-Age

Materials

Poster board with nine small covered boxes glued to it. Each box has one number from 1-9 written on it. Bottom corner has a cup filled with about sixty small teacher made bandaids. The bandaids are about 3-4" long, cut from construction paper and laminated by heat or with clear contact paper.

Child's Role/Procedure

Talk about the numbers with the children, saying that each of the boxes has a number on them and that is how many bandaids belong in each box. Demonstrate and help each child fill one box with the corresponding number of bandaids. After each child has been shown the above, let the children proceed by themselves.

Teacher's Role/Questions

Counting bandaids and assisting the children to fill the boxes with the correct number of bandaids.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Activity: Outline and identify body parts
Class: Toddlers

Materials

A big role of paper enough to fit the whole body, writing and coloring utensils.

Child's Role/Procedure

Child lays on the floor. Child identifies and labels the names of each body part. The child can practice fine motor skills by coloring and decorating the paper.

Teacher's Role/Questions

The teacher outlines the body of the child. The teacher aids in identifying and labeling body parts. The teacher facilitates the conversation by asking open ended questions pertaining to the body parts.

Adaptations/Comments

The children can also outline the body of the teacher.
Comparisons of size, big and small, can be done.
The teacher verbalizes with children on the functions of each body parts.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health Care/Hospital Play Center
Activity: Hand Prints
Class: Toddler/Multi-Age

Materials

Large sheets of paper (mural)
Paint (various colors)
Glitter (optional)
Book: Hand, Hand, Finger, Thumb by Al Perkins

Child's Role/Procedure

Children are listeners as they hear the story Hand, Hand, Fingers, Thumb. Children are encouraged to share their thoughts about the story and participate in the discussion about their hands. Children will paint a mural with their hand prints and finger prints. Children can add sparkle to their mural by shaking on glitter.

Teacher's Role/Questions

Teacher will read the story Hand, Hand, Fingers, Thumb to the children. Teacher will begin a discussion about hands and encourage children to think about the importance of their hands (what can you do with your hands?) Teacher will assist the children in the painting of the mural. Teacher will display the mural so that everyone can view it.

Adaptations/Comments

Children will enjoy listening to the story Hand, Hand, Fingers, Thumb because it is written in an amusing rhyme. The teacher should begin a discussion with children about their hands and ask them "What do you use your hands for?" The teacher should acknowledge all responses. A nice follow-up song for this activity might be "Where is Thumbkin?" The mural should be taped down across a long table so that the children can stand while they are making their hand prints. The teacher should talk about and encourage the use of various colors of paint. Assistance will be needed with washing hands. The sprinkling of glitter onto the paints is fun for the children and adds sparkle to the mural.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health Care/Hospital Play Center
Activity: Role Play (Ambulance/Bikes)
Class: Toddler/Multi-Age

Materials

Bikes & wagons (outdoor play)

Child's Role/Procedure

Children are encouraged in pretend play to use their bikes and wagons as "ambulances". Children can pretend to be the patient, doctor, ambulance attendant, or police officer. Children are encouraged to be creative in their play.

Teacher's Role/Question

Teacher will initiate the pretend play of using bikes and wagons as ambulances. Teacher will play along with the children to model this type of role play. Teacher will assist the children when necessary and encourage cooperation among the group.

Adaptations/Comments

The teacher will need to initiate this play by encouraging the children to play along with her as she drives her "ambulance" to the hospital. He/she may initially need to assign roles for the children to play (patient, doctors, ambulance driver, etc.). The teacher needs to play this with the children at first to model appropriate play behavior. Eventually the children can take over the role playing and extend the activity in new directions.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health Care/Hospital Play Center
Activity: HEALTH CARE DAY (special activity)
Class: Toddler/Multi-Age

Activity

A special Health Care Day can be planned as a culminating activity for the Health Care/Hospital Play Center theme. Ask parents in advance if they know someone in the health care field who might be able to come to the school to share with the children what they do. Visitors might include doctors, dentists, nurses, nutritionist, physical or occupational therapists, optometrists, chiropractors, emergency medical technicians and so on. Children would also love to explore an ambulance or similar emergency vehicle if one could be arranged to visit on this day. A one hour time frame should be adequate to complete this activity.

Environment

Except for the hospital play area, the room should be cleared so that tables and chairs can be set up in several areas around the room. The tables can be covered with white cloth. Each health care profession could set up his or her own table with objects and/or equipment they might like to bring to share with the children.

Child's Role/Procedure

The children would be encouraged to circulate around the room "visiting" each health care professional. Each child could be given a doll and encourage to role play taking their "sick child" to the doctor and telling him/her what was wrong with their baby. This is a good activity for the child who has a fear of doctors. By role playing with the doll, the child can see how the doctor can help make the baby better.

Children should have as many "hand-n" activities as possible at the various tables. Children could be weighed and measured on scales. They could listen to each other's hearts with stethoscopes. The occupational therapist could demonstrate some exercises while they enjoy a healthy snack.

If an ambulance can be arranged, children should be taken out to the vehicle in small groups (no more than five at a time). Children should be given ample time to sit inside the ambulance and ask any questions that they might have.

Teacher's Role/Procedure

The teacher should enlist the help of parents and others who could offer their time to help out during this special activity. The health care professionals need to be contacted and the room needs to be set up in advance. Children should be prepared for this special day by talking with them about it a few days in advance.

The teacher and staff need to make sure that all children are engaged in some activity and encourage those who do not seem to be participating. Children need to keep circulating to the various tables and teachers can facilitate this. Encourage children to talk about what they are seeing, feeling and experiencing.

Take pictures and videotape the events at Health Care Day. Share these with the children later and ask them to tell you what they remember about this special day. Talk with the children about the fact that there are many different kinds of doctors who help to take care of us.

Remember to follow up this special day with "thank-you" notes to all the parents and volunteers who offered heir time and special thank you letters to all of the health care professionals who donated their time to come and share with the children.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health Care/Hospital Play Center
Activity: Book list
Class: Toddler/Multi-Age

Materials

Title	Author
Right Thumb, Left Thumb	Osmond Molarsky
The Ear Book	Al Perkins
The Tooth Book	Theo. LeSieg
The Eye Book	Theo. LeSieg
The Nose Book	Al Perkins
The Foot Book	Dr. Seuss
Hand, Hand, Fingers, Thumb	Al Perkins
Itchy, Itchy Chicken Pox	Grace Maccarone
"Stand Back" said the Elephant, "I'm Going to Sneeze"	Patricia Thomas
Get Well, Clown Arounds	Joanna Cole
Big Bird Goes to the Doctor	Tish Sommers
Baby Fozzie Visits the Doctor	Ellen Weiss
Berenstain Bears Visit the Dentist	Stan & Jan Berenstain
Berenstain Bears Visit the Doctor	Stan & Jan Berenstain
My Doctor	Harlowe Rockwell
My Dentist	Harlowe Rockwell
Curious George Goes to the Dentist	Margaret & H.A. Rey
Curious George Goes to the Hospital	Margaret & H.A. Rey
Doctor Shawn	Petronella Breinburg
Going to the Hospital	Fred Rogers
Going to the Dentist	Fred Rogers
A surprise for Krissy	Sandra Ziegler
Why Glasses?	George Sands
Doctor DeSoto	William Steig

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health
Activity: Aerobics for Kids
Class: Multi-Age

Activity

The purpose of this activity was to discuss different kinds of exercise as part of being healthy. Aerobics is a fun and relatively easy circle time activity to organize which encourage discussion, large muscle development and a lot of fun.

Materials

A cassette tape with recorded dance or aerobic music, cut pieces of old T-shirts to serve as headbands, and an enthusiastic teacher dressed in aerobics or exercise attire.

Child's Role

Discuss different kinds of exercise with the group. Child participates in imaginative play while going for a jog thorough the park. Assist in counting the number of sets of each exercise, as cued by the teacher before the next exercise begins. Learn how tc do different aerobic and calisthenics exercises including jumping jacks, marching in place, moving arms up and down, kicking legs, and touching toes. Participants in an aerobic parade around the classroom. Cooling down and stretching after the routine is finished, while discussing the importance of exercise and health.

Teacher's Role

1. The teacher enters the room jogging, and explaining how she/he had just went running. While doing some stretches she asks the children if they know of some healthy things they can do. If exercise isn't suggested, she asks, "what

about exercise?" The teacher explains how exercise is an important part of being healthy. She/he then asks if the children know of any kinds of exercise. She/he confirms any suggestions and imitates some sports which would probably be most familiar to the children including baseball, basketball, running and volleyball. The teacher allows the children to share their ideas about what the teacher is doing. (Teachers help the children put on their headbands to keep the sweat out of their eyes for the jog through the park).

2. The teacher then asks the children to join her for a jogging-in-place pretend jog through the park. She asks, "what do you see?" encouraging children to use their imagination. The teacher may offer some suggestions like a women running with her dog, the changing colors of the leaves on the trees, two squirrels playing together, or a daddy pushing a stroller with a baby in it. After a pretend race to the fence or the tree, the class does some stretching and breathing (in through the nose and out through the mouth). The teacher asks how the children feel and if they enjoyed their jog.

3. "Has anyone ever heard of aerobics?" she/he asks. The teacher explains how aerobics is doing exercise to music, and is a lot of fun. The music begins, and the aerobics class begins as well. The teacher leads the exercises, encouraging children to count along. Counts are in sets of five, with a change in exercise being announced by the teacher (similar to an actual aerobics class or video). After a few minutes of in-place aerobics the children go on an aerobics parade around the room.

4. After the aerobics parade, the class sits down in a circle and does some more cool down stretches. The teacher asks the children how they feel and if they can hear or feel their hearts beating. She puts her hand over her chest to model what they can do to feel their heartbeat. The teacher then talks about a stethoscope and asks children what it is used

for (the stethoscope had previously been introduced at circle time on several occasions throughout the week). About 5 stethoscopes are distributed to the children so that they can take turns listening to their heartbeats. The teacher again asks about something we can do that is healthy, reacting to children's suggestions. The circle time then ends with a few songs frequently sung with the children.

Adaptations/Comments

If this activity was done with toddlers, it could be modified relatively easily, by doing simple exercises like jumping up and down or lifting their hand over their heads. A less detailed discussion would follow as well. There may be problems using stethoscopes if there are a limited number of them in the classroom, so children could just be encouraged to put their hands over their chests and feel their heartbeats.

Teachers should be sure to include at least 3 songs on the cassette tape made for the aerobics. My mistake was using only one song because I was concerned with their interest level, and we ran out of music early into our aerobics routine.

Depending on the children, the headbands may be a distraction, so it is up to the teacher's discretion whether to use them or not. Classroom teachers and aids who are not leading this activity should distribute headbands to the children before the aerobics instructor enters the classroom.

When our activity was done, the headbands were not put on until after the activity had begun which proved to be a distraction. Discussion of warming up, cooling down and breathing is important to discuss with children because it is necessary for preventing injuries. If a teacher chooses to lead this activity and is not familiar with aerobics, a suggestion would be to attend an aerobics class or rent an aerobics video, to become better acquainted with this form of exercise.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health
Activity: Art with bandaids
Class: Multi-Age/Toddlers

Activity

Class Band-Aid Bulletin Board. Each child has opportunity to trace, cut and design their own band-Aid to add to the bulletin board.

Materials

pink paper (minimum one per child)
Band-Aid stencil or pattern to trace
markers
crayons
stamps
scissors
trash can assessable
tape to hang bandaids

Child's Role

Children interested seat selves at art center. Children write name on center back of pink paper. Children trace Band-Aid pattern with crayon or marker. Children then cut out pattern. Children then write name on front of Band-Aid. Children decorate Band-Aid as they desire with available materials.

Teacher's Role

Teacher monitors area. Teacher writes child's name on back of Band-Aid. Teacher guides and encourages children to be creative in designing their bandaids. Teacher hangs bandaids on bulletin board.

Adaptations/Comments

Teacher could encourage children to tell where their Band-Aid is, make it a guessing game. Find Band-Aid: it is BELOW clock, ABOVE fish tank. Children use position words as cues. Can also practice counting - how many bandaids on the window? (Option bulletin board or let students place bandaids where in room they want, give l limits). This makes activity more exciting and combines math, speech and communication with listening skills.

Theme: Health/Wellness
Activity: Bandaids
Class: Multi-Age and Toddlers

Activity

Expose children to why bandaids are important and how to put them on.

Materials

Bandaids, one per child and one per teacher (to model).
Trash can.

Child's Role/Procedure

Children seated for circle time, are asked to show any bandaids they are wearing. Children introduce to why bandaids used to stop bleeding, to prevent blood from getting onto other things and people, to keep germs out, to keep cut clean. Children then observe as teacher shows them how to put on a Band-Aid correctly: wash cut, pat dry, open package, take out Band-Aid, peel off tabs, place while square on wound, and wrap, not to tightly, but tight enough to not fall off. Then each child washes and dries their hands. Returning to circle, each child receives and Band-Aid and proceeds to follow procedure and put Band-Aid on imaginary wound on their hand.

Children can imagine their own wound they need to bandage up, a silver, paper cut, a fall from their bike, but it must be realistic: no shark bites, bandaids are then not appropriate.

Children place all wrappers and papers from Band-Aid into the trash.

Teacher's Role

Teacher's model proper way to put on a Band-Aid. Teacher's guide and aid when necessary children as they put on their own bandaids. Teacher's recognize children's efforts and evaluate knowledge by asking questions regarding Band-Aid usage and application.

Adaptations/Comments

Be clear with students why it is important to wash hands, review and give further information as needed. Stress the usage of trash can or else you will be picking up Band-Aid tabs all day. Be sure child's imaginary wound is realistic. While it may be creative and comical that a dinosaur came from the sky and bit their hand, such a wound is too critical for a Band-Aid.

This activity may encourage children to put on bandaids for anything, so be clear as to when bandaids are necessary and useful (example: He breathed on me and now I want a Band-Aid).

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Activity: Making height and weight charts.
Subject area: Science
Class: Multi-Age

Developmental goals

To increase the child's awareness of heights and weights. Also, to increase child's awareness that their bodies grow and change.

Objectives

1. The child will be able to increase awareness of the physical characteristics of height and weight.
2. The child will be able to learn that as they grow their bodies change in height and weight.
3. The child will be able to understand some mathematical concepts, such as more or less and bigger or smaller.

The role of the teacher

The teacher's role should be to introduce the children to a scale. Show them how it works and what it is used for . Take measurements of each child and inform them of what they are. Initiate mathematical concepts related with heights and weights.

Recommendations

Leave a scale and some type of height measurement in the classroom so the children can experiment on their own. This activity may have less meaning for toddlers, but try to carry it out using a stuffed animal or yourself first.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Activity: Making stethoscopes
Subject area: Art
Class: Multi-Age

Developmental goals

To increase the child's awareness of the tools used by doctors and to decrease any fear associated with them.

Objectives

1. The child will be able to understand what a stethoscope is used for.
2. The child will be able to learn what type of health professional uses a stethoscope.
3. The child will be able to increase awareness of internal body parts, such as the heart and lungs.

The role of the teacher

The teacher's role should be to help the children learn about stethoscopes. Explanations of how to use them and what they are for should be provided. Initiate the children in designing and decorating their own stethoscopes.

Recommendations

Introduce the children to a real stethoscope before completing the art activity. They will learn much more from the real thing and they will be able to model their version after it. As well as learn how to use it.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health
Activity: A Velcro "ambulance" game.
Class: Toddlers

Materials

Draw an ambulance on sturdy paper. Ideas to incorporate: a "red cross" shape, a semicircle on top of the ambulance for a siren, circles for wheels, squares for windows, the word "ambulance," etc. Cut out shapes to match the items you include on your ambulance with Velcro. Laminate the game and pieces to preserve it.

Child's Role/Procedure

Children manipulate the game pieces to:
1. develop perceptual motor skills. Use of the Velcro game pieces provides tactile stimulation and encourage eye-hand coordination.
2. learn about ambulances.
3. learn about shapes and colors.
4. develop communication and language skills by following direction, learning concepts and working with others.

Teacher's Role

Allow the child to have fun exploring the game independently. Children can learn a great deal on their own. "What are you doing? I'd love to know all about it!"
Converse with the child regarding the role of ambulances. "Where is your ambulance going today? Sometimes ambulances bring people to the hospital to help them." "How do you know this is an ambulance" Where can you find the "red cross" shape on your ambulance?" "What does the siren

on an ambulance sound like to you?" "What do you think the siren means?" "Can you tell me about what your doing it looks like fun!"

Encourage the child to recognize shapes, follow directions and understand relationship words: "What did you put on top of the ambulance?" "I see you've put the siren on top of the ambulance." "How many wheels does your ambulance have?" "Where is the square?" Facilitate social interactions. "Would you like to play this game with a friend? Can you please pass this piece to your friend? He can't reach it."

Adaptations and Follow Up Activities

This game can be used with individual children, a small group or a large group circle time. Depending on the group, you can vary the number of and size of your game.

Make ambulances of different sizes to teach children the concept of "big" and "small." By mounting this game to a magnetic board, learning can be extended and "contextualized" with the addition of a variety of magnetic props i.e. other vehicles, people figures, wheelchairs, etc.

Give children the opportunity to explore a real ambulance.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health
Activity: "Extending" the story The Carrot Seed with props, songs and activities.
Class: Toddlers

Materials

The Carrot Seed book with props such as dolls (a boy, mommy, daddy and big brother), a small plastic watering can, a plastic cup with a baby carrot buried in soil. A bag of baby carrots for snack.

Child's Role/Procedures

Share the story with children, utilizing the dolls, moving the props and changing your voice tone and expressions to bring the story "to life." Enrich the story line with simple songs for the characters:

Little boy: "Carrots grow from carrot seeds. I'll plant a seed and grow it. I'll water it. I'll pull the weeds. Carrots grow from carrot seeds!"
Mommy: "Mothers know a lot of things little boys don't know, so don't be disappointed if your carrot doesn't grow."
Daddy: "Repeat the above for Daddy character, substituting the word "Fathers"
Big Brother: "Nah, it won't grow up, it won't grow up! Your carrot won't grow up!"

Each child learns that carrots are healthy snacks
Each child comprehends and engages in the language and songs of the story. Each child can share what s/he liked about the story with others. Each child can physically manipulate and explore the props and book on their own. With increasing skill and familiarity, the child can retell the story in his/her own fashion.

Teacher's Role/Questions

"What did you like about this story?"
"I know carrots are healthy snack that help your body. What do you think about that?" "Do you think the little boy took very good care of his carrot? How did he do that?"

"The little boy has a mommy, daddy, etc. in his family. Who is in your family?" "How do you think the little boy felt when his brother said, "Nah, your carrot won't grow up!"

Adaptations & Follow-Up Activities

If the teacher memorizes the story, s/he can better manipulate the props. Otherwise, one teacher can read the book as another teacher manages the props. With enough telling, a child would be able to assist you with the props.

With toddlers, telling the story with a few children allows them to handle the props without interruption to the story. Other children can enjoy the story at a whole group circle time with a puppet screen/ "theater."

After this activity, leave the items accessible for children to explore on their own. Plant carrot top in shallow tray of water. Vary the props i.e. dolls of different ethnicity's. Name the characters in the story after children in your class to engage them. The story can be used to talk about feelings and different family compositions as well. Each other healthy snacks i.e. grapes, pretzels. Invite a nutritionist to circle time.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health
Activity: "Extending" the story Mrs. Wishy Washy with props and activities.
Class: Toddlers

Materials

Use the Mrs. Wishy Washy book to make props such as large colorful cardboard figures with handles to manipulate (a cow, pig, ducks, Mrs. Wishy Washy, etc.). Plastic animals props may also be used, a bar of soap, scrub brush, etc. A pictorial representation of mud and a "bathtub" pocket can also be made to "enliven" the story for children.

Procedure

Share the story with the children, utilizing the props and changing your voice tone and expressions to bring the story "to life." You can have the animals "jump," "roll," and "paddle" in the "mud." You can insert the animal figures into the bathtub."

Child's Role

Each child learns that taking baths can help make your body clean and healthy. Each child comprehends and engages in the language and fun of the story. Children love to help say the words, "wishy washy, wishy, washy." Each child can share what s/he liked about the story with others. Each child can physically manipulate and explore the props and book on their own. With increasing skill and familiarity, the child can retell the story in his/her own fashion.

Teacher's Role

"What did you lie about this story? What do you use to take a clean bath at home? How does a bath make your body feel? What do you think Mrs. Wishy Washy will do after the animals play in the mud? Who gives you a bath in your family?"

Adaptations & Follow-Up Activities

If the teacher memorize the story, s/he can better manipulate the props. Otherwise, one teacher can read the book as another teacher manages the props. With enough telling, a child would be able to assist you with the props, or even to assume the character roles themselves.

With toddlers, telling the story with a few children allows them to handle the props without interruption to the story. Other children can enjoy the story at a whole group circle time with a puppet screen/"theater."

After this activity, leave the items accessible for the children to explore on their own. Wash plastic animals and dolls in a soapy-water table with sponges. Practice washing all parts of the hands. Sing the words, "wishy washy, wishy washy!" Vary the props i.e. dolls of different ethnicity's, different animals.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health
Activity: Fun songs regarding healthy habits
Class: Toddlers/ Multi-Age

1. (tune: Row, Row, Row Your Bat)

Wash, wash, wash your hands
Play the handy game
Rub and scrub and scrub and rub
Germs go down the drain
(Engage the children in accompanying hand movements; "wash" the back of hands, palms, fingers, wrists, etc. You can modify the song to include different body parts).

2. (tune: If You're Happy and You Know It)

Pass a tissue to each child and sing:

If your nose has to sneeze, say achoo! (sneeze into tissue, repeat line 2x)
If your nose has to sneeze (repeat 3x)
Say achoo. Achoo!

If your nose is drippy, find a tissue (wave tissue, wipe noses; repeat line 2x)
If your nose is drippy (repeat line 3x)
Find a tissue.

3. Raffi Song: Apples and Bananas

I like to eat, eat, eat apple and bananas
I like to oot, oot, oot ooples and banoonoos
I like to ate, ate, ate apples and bananas (use long a sounds)
I like to ite, ite, ite ipples and baninis (use long i sounds)
I like to eet, eet, eet eeples and baneenees (use long e sounds).

4. Exercise to "Head, Shoulders, Knees and Toes"

   Head, shoulders, knees and toes, knees and toes (repeat 2x)
   Eyes and ears and chin and mouth and none
   Head shoulders, knees and toes, knees and toes
   (Children exercise and find the respective body parts; you can perform the movements faster and faster with the children).

5. 5 little monkeys jumping on the bed

   Five little monkeys jumping on the bed
   one fell off and bumped his head.
   Mamma called the doctor and the doctor said,
   "No more monkeys jumping on the bed!"
   (repeat for decreasing number of monkeys; accompany song with body movements; vary the song with "five little children standing on a chair," "five little children running down the stairs," "five little children pushing on a slide," etc.

6. There's a little song that's beating in my heart -thump, thump (repeat 2x)
   In my heart (repeat 2x)
   There's a little song that's beating in my heart.
   (Children can tap their chest to the beat and can share ideas regarding the sound that their hearts make i.e. bump, bump, bippert bip, ug ug).

7. (tune to Frere Jacques)

   Eating, eating
   Eating snack, eating snack
   Eating, eating eating (repeat line 2x)
   Eating snack, eating snack.
   [Repeat above verse with "Washing hands, Sleeping well, Exercising, Eating _____ i.e. apples, grapes, carrots, etc. Ask for children's ideas and use fun movements.]

8. Mother Goose Rhyme

Miss Molly had a dolly who was sick, sick, sick
So she called up the doctor to come quick, quick, quick...

9. Oh where, oh where is my nose?
Oh where, oh where can it be?
I wish I knew where my nose was.
Oh there, oh here is my nose!
(identify various body parts with children).

10. Raffi song: Brush Your Teeth

When you wake up in the morning and it's quarter to one
And you wanna have a little fun
You brush you teeth -che, che, che, che, che, che (repeat 2x)
When you wanna find something to do
You brush your teeth -che, che, che, che, che, che!
(repeat with rhymes for the different times of morning).

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health and hygiene
Activity: Puppet Show
Class: Toddlers

Goals

To enable children to learn about Doctors and sick people through puppets.

Objectives

By giving distinct voices and personality to each puppet, the basic objective is to teach the children to learn about doctors. To help them learn when someone is sick, he goes to the doctor. To help children learn the concept of medicine a doctor prescribes when one is sick. To enable the children to learn vocabulary like doctor, pill, etc.

Materials

Doctor's puppet, Molly puppet, baby puppet, dolls, and puppet screen.

Procedure

The puppet show is based upon a song "Miss Molly has a Dolly who was sick, sick, sick." By creating distinct characters, the puppet show can start with Molly whose doll is very sick, Molly calls the doctor. The doctor examines the doll and writes for a pill. After two days, the doll is all right and Molly is very happy.

Child's Role

Children would sit around the circle for the puppet show. They would guess / answer what is going to happen next, who do they go to when they are sick, etc.

Teacher's Role

The teacher will create puppet show. Instead of telling the story, s/he would sing the song "miss Molly had a dolly who was sick, sick, sick." S/he would stop in between to question the children to imagine what happens next.

Adaptations/Comments

Puppet show using songs would be very effective in the toddler classroom. In older groups of children, the teacher can add much more information about doctors and about being sick.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health and Hygiene
Activity: Art
Class: Toddlers

Goal

To encourage children to work in groups by making an ambulance.

Objective

To help children work together and share the materials. To enable communication skills to evolve during cooperative group play. To observe other children working and be motivated to work. To be able to learn vocabulary such as ambulance, wheels, etc.

Materials

Card board box (cut out the top and the bottom portion of the box), red, black, and white paint, brushes, old newspapers.

Procedure

Spread the newspaper/plastic sheet on the floor. Let the children paint white all over the box. Let the teacher guide at times to use red colored paint for cross and black for the wheels. If the children wish, they can use any color for the cross and the wheels because the basic idea is to create something productive in a group. After the paint dries up, teachers can staple two belts running from one side of the box to another side of the box. This will enable the children to wear the ambulance with the belts on their shoulders.

Children's Role

The children would work in a group by sharing the materials. The children would learn to communicate with peers while working.

Teacher's Role

The teacher is to give clear and simple instructions to the children so that the outcome of the activity is productive. This activity requires the teacher to give direction often but the teacher should make sure that she is giving equal choices say for example, choices of color, to the children.

Adaptations/Comments

Children can be encouraged to make other vehicles using different colors of their choice.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: The Health/Wellness Hospital Center
Activities: Reading in the play centers and at circle time.
Class: Multi-Age

Materials

A variety of books ranging from doctor visits to nutrition to healthy ways of staying free from sickness.

Child's Role/Procedure

Some children would like to read these types of books to the whole group during circle time while others might like to read with an adult. At the same time some children like to read these book by themselves alone in the reading center.

Teacher's Role/ Questions

The teacher can facilitate in some of these situations by asking questions and reading with the children. The teachers should know enough if a child wants to read by him/herself, and the teacher should find appropriate spaces in the classroom to allow this to happen.

Other ways the teacher can facilitate promoting reading and literacy in the classroom is to read during circle time. When the teacher is reading a book s/he should point to every word on the page, to allow the children to grasp the concept of left to right reading. Another way to promote this is to have the children turn the pages, allowing them to read from left to right.

The teacher should allow all types of reading, even if the child is just saying a few words over and over. This gives children and their peers a new perspective on reading instead of always hearing it from the teacher.

Adaptations/Comments

To adapt this activity the teacher can provide for the children different reading materials. For example, s/he can bring in newspapers, comics, magazines, old journals, etc. This can also become very exciting when you have children come up at circle time when the teacher least expects it and reads a book.

EARLY CHILDHOOD RESEARCH CENTER ACTIVITY PLAN

Theme: Health/Wellness
Class: Multi-Age and Toddlers

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